

Wisconsin SLO Scoring Rubric

SLO Rubric Overview

Both educators and evaluators will use the revised SLO Scoring Rubric (see below) to determine SLO scores. Educators will self-score their individual SLOs in all years (Summary and Supporting Years). Evaluators will assign a holistic SLO score considering all SLOs—the SLO implementation and student progress. Using the SLO Scoring Rubric, evaluators determine an educator's holistic SLO score by identifying the rubric level that best describes the educator's SLO implementation process and student growth, drawing upon the preponderance of evidence. This method of scoring ensures a holistic approach is taken. It allows evaluators to recognize student growth as well as professional growth across the SLO cycle, which aligns with the purpose of the Wisconsin EE System. The holistic score is the final SLO score that will factor into an educator's Student Outcomes Summary, instead of an average of an educator's individual SLOs, as originally proposed.

SLO Scoring Rubric

Score	Criteria	Description (not exhaustive)
4	Student growth for SLO(s) has exceeded the goal(s). Educator engaged in a comprehensive, data-driven SLO process that resulted in exceptional student growth.	Evidence indicates targeted population's growth exceeded the expectations described in the goal. Educator set rigorous superior goal(s); skillfully used appropriate assessments; continuously monitored progress; strategically revised instruction based on progress monitoring data.
3	Student growth for SLO(s) has met goal(s). Educator engaged in a data-driven SLO process that resulted in student growth.	Evidence indicates the targeted population met the expectations described in the goal. Educator set attainable goal(s); used appropriate assessments; monitored progress; adjusted instruction based on progress monitoring data.
2	Student growth for SLO(s) has partially met the goal(s). Educator engaged in a SLO process that resulted in inconsistent student growth.	Evidence indicates the targeted population partially met expectations described in the goal. Educator set a goal; used assessments; inconsistently monitored progress; inconsistently or inappropriately adjusted instruction.
1	Student growth for SLO(s) has not met the goal(s). Educator engaged in a SLO process that resulted in minimal or no student growth.	Evidence indicates the targeted population has not met the expectations described in the goal. Educator set inappropriate goal(s); inconsistently or inappropriately used assessments; failed to monitor progress; failed to adjust instruction based on progress monitoring data.

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